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ABSTRACT

This report presents a "snapshot" of higher education trends in Texas in 1990-91. An opening letter notes that the state is currently coping with record enrollments, greater competition for state dollars, and the impact of these issues on educational quality. A section on students looks at enrollment, minority enrollment, financial aid and the Texas Academic Skills Program. A section on faculty presents information on English-language proficiency, part-time faculty, teaching load, and salaries. A section on programs lists degrees awarded in areas of critical need: retraining programs for math and science teachers, allied health care, nursing, teacher education, international education and work force training. A section on the educational pipeline from kindergarten through graduate school documents a decline in minority enrollment beginning in grade 9. A section on research reviews the Texas Advanced Research and Technology Programs. Funding is also treated including appropriations, library expenditures and tuitions. Campus buildings and educational facilities are discussed including a facilities audit, space standards, a building quality survey and private development. Institutional access is addressed in light of a lawsuit against the Texas higher education system and telecommunication systems for distance learning. A final section presents information on the Texas Higher Education Coordinating Board. Numerous figures illustrate the report. (JB)

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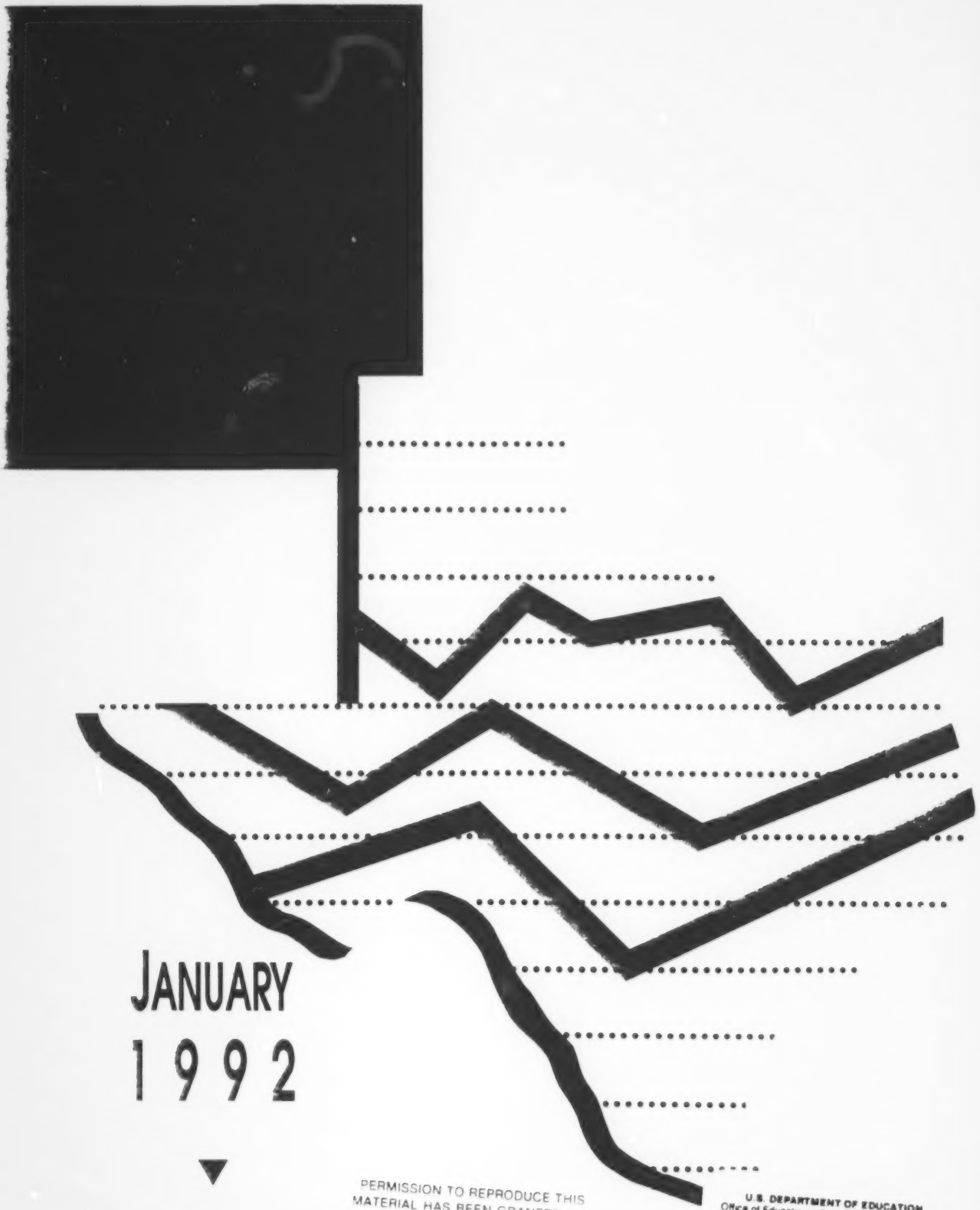

JANUARY 1992

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ANNUAL STATUS REPORT ON HIGHER EDUCATION IN TEXAS

JANUARY 1992

TEXAS HIGHER EDUCATION COORDINATING BOARD

TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 • Austin, Texas 78711

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The Honorable Ann Richards, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Gib Lewis, Speaker of the House of Representatives
Members of the 72nd Legislature

The Annual Status Report on Higher Education in Texas provides a snapshot of a state coping with record enrollments, greater competition for state dollars, and the impact of both of these issues on educational quality.

The report summarizes state higher education trends in such areas as enrollment growth; faculty pay; entering college students' performance on a test of basic reading, writing and mathematics skills; and the state's progress in awarding degrees in critically needed fields. For 1990-91, the report looks at the educational pipeline in Texas -- from kindergarten through graduate school -- and documents a dramatic decline in minority enrollment beginning in the ninth grade.

The Texas Higher Education Coordinating Board has adopted some new policies and taken some significant action in the last year to address these trends and the greater issue of balancing educational access and educational quality. This was done within the framework of goals adopted by the Coordinating Board as part of a Master Plan for Texas Higher Education and a five-year Equal Educational Opportunity Plan -- some of which are reiterated in this report.

The Coordinating Board has implemented a number of cost reducing measures. We are taking a much more conservative approach to approving requests for new degree programs. Institutions are being asked to hold the line on new construction and address the backlog of deferred maintenance.

Additional data on enrollments, programs and funding appear in a companion Statistical Report available from our Board.

Sincerely,

Nancy F. Atlas
Chair

- Enrollment at Texas institutions of higher education reached a record high of 903,936 in 1991, an annual increase of nearly 20,000 students. *(page 2)*

- Loans now comprise 51 percent of the financial aid received by Texas students, up from 43 percent in 1987. *(page 3)*

- Almost 76 percent of the students who took the TASP Test between July 1990 and June 1991 passed all sections. *(page 4)*

- Since 1987, the Coordinating Board has reviewed 474 doctoral programs and phased out 73 and reviewed 1,617 associate/certificate programs and phased out 175. *(page 7)*

- Eighty percent of the more than 1,300 family physicians who have graduated from the Coordinating Board's Family Practice Residency Program since 1979 are practicing medicine in Texas -- and more than half are working in medically underserved areas. *(page 8)*

- In fall 1991, nursing programs that are filled to capacity turned away more than 2,000 qualified applicants. *(page 8)*

- About 20 percent of the newly certified teachers in Texas were trained through alternative certification programs. *(page 9)*

- Of the first-time entering freshmen enrolled in Texas public universities in fall 1985, 58.5 percent of the White students, 44.9 percent of the Hispanic students and 32.5 percent of the Black students had achieved senior status by fall 1990. *(page 10)*

- Of the 62,000 students enrolling in public community colleges for the first time in 1985, 18.7 percent transferred to a public university by fall 1989. *(page 11)*

- Research expenditures at Texas institutions of higher education increased by 8.1 percent in FY 1990, despite a decline in research dollars nationwide. *(page 13)*

- Texas trails the 10-state and national averages in current funds expenditures per full time equivalent (FTE) students. *(page 15)*

- Tuition at Texas public universities continues to rank among the lowest in the nation. *(page 16)*

- Institutions' requests for state-funded building maintenance for the 1992-93 biennium were reduced by $2 million following a 1991 Coordinating Board audit of facilities at public universities and technical colleges. *(page 17)*

- Ninety-eight percent of the Texas population lives within 50 miles of an institution of higher education. *(page 19)*

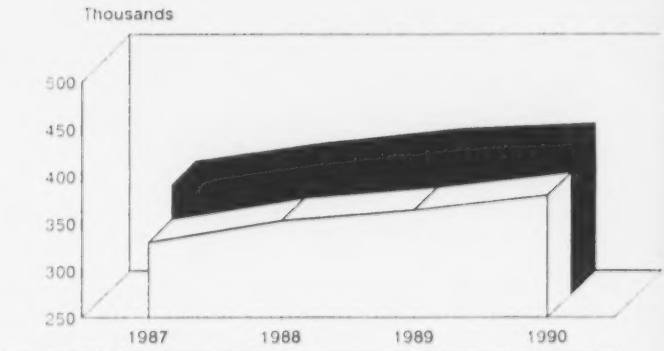
An increase of almost 90,000 students at Texas public community colleges and universities since 1987 has many in higher education concerned about the impact of enrollment growth on quality.

Preliminary figures for the combined fall 1991 enrollment at all institutions of higher education in Texas reached 903,936 -- a record high enrollment for the state and an increase of nearly 20,000 students from the previous fall.

Texas college enrollments continue to exceed forecasts. While these increases reflect the state's commitment to expanding educational opportunity for Texas citizens, such substantial enrollment increases also place additional demands on the state's colleges and universities. As the number of students increases, so does the need for financial aid, counseling services, parking spaces, dormitories, scheduled classes and classrooms.

Many in higher education are concerned about the impact of enrollment growth on quality. Since fall 1987, public community college enrollment has increased by about 50,000 students, while public university enrollment has grown by 40,000 students. While a number of institutions have implemented enrollment management strategies, the Coordinating Board sees the need for a statewide policy. Making higher education accessible to all those who seek and qualify for admission and expanding educational opportunity to underserved minority students during a period of limited resources will require a well-designed plan. Working with the public universities, the Coordinating Board will consider an enrollment management strategy for Texas by the end of 1992.

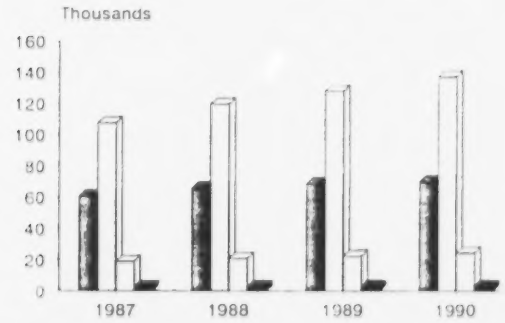
Fall Enrollment
Texas Public Higher Education
1987 - 1990



	1987	1988	1989	1990
Univ.	365,882	385,422	399,948	405,682
CTC*	329,921	352,579	363,886	379,514

* Community and Technical Colleges

Minority Enrollment
Texas Public Higher Education
1987 - 1990



	1987	1988	1989	1990
BLACK	60,694	65,742	68,510	69,778
HISPANIC	107,548	119,635	127,970	137,288
ASIAN	18,898	20,866	22,413	24,449
NATIVE AMERICAN	2,344	2,421	2,433	2,667

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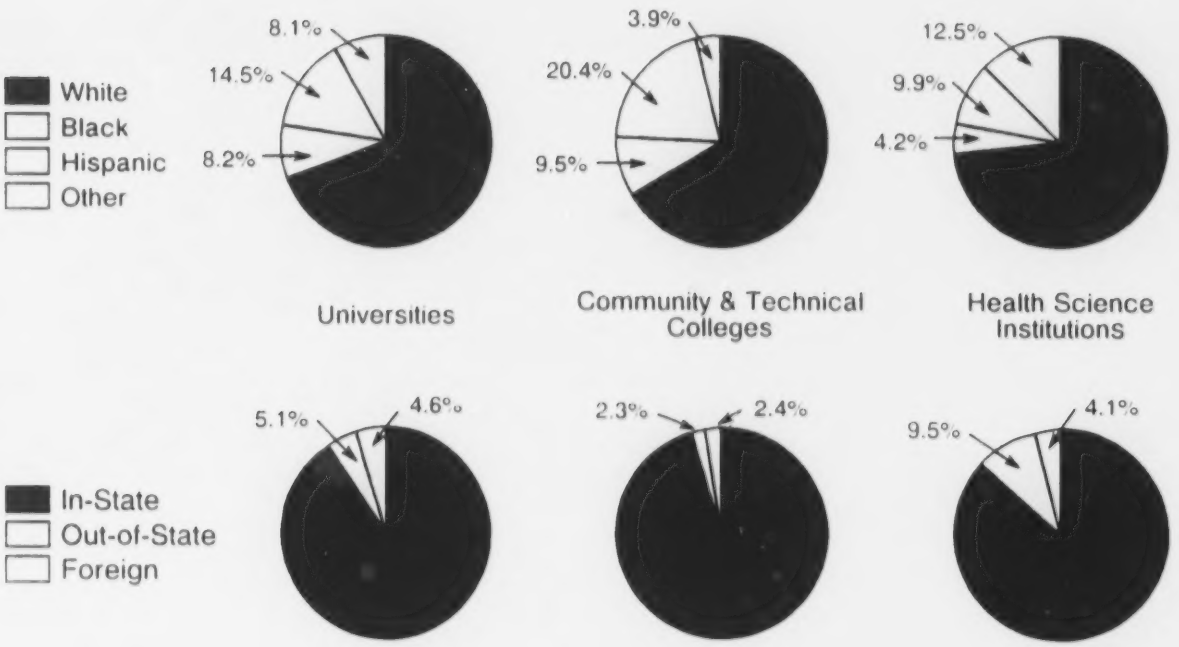
Fall 1990 Student Enrollment
Public Institutions of Higher Education
Total: 797,000

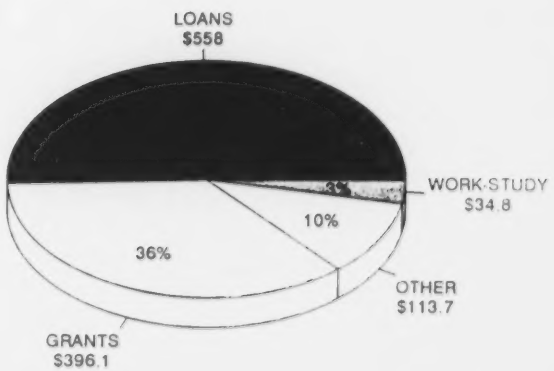


Financial Aid

More than $1 billion in financial aid was available to Texas students from state and federal sources in FY 1990. Of that amount, about $252 million came from the state. The amount of state and federal financial aid available per student has increased since 1987, but most of the growth has been in loans.

Loans now comprise 51 percent of the aid received by Texas students, up from 43 percent in 1987. Through five different active portfolios, the Coordinating Board loaned almost $90 million to needy students in FY 1991 under the Hinson-Hazlewood College Student Loan Program. The increased need for student loans depleted the Hinson-Hazlewood funds and forced the Board to temporarily suspend the College Access Loan (CAL) Program in the fall of 1990. The CAL program provides loans primarily to middle-income families who are ineligible for federally guaranteed student loans but who still need help to meet college expenses. A successful constitutional referendum in November 1991 gave the Board the authority to sell $300 million in general obligation bonds to continue the Hinson-Hazlewood student loan program. The Board has resumed making CAL loans to middle-income students.

Financial Aid in Texas
FY 1990
(Millions of Dollars)



Total: $1,102.6 Million

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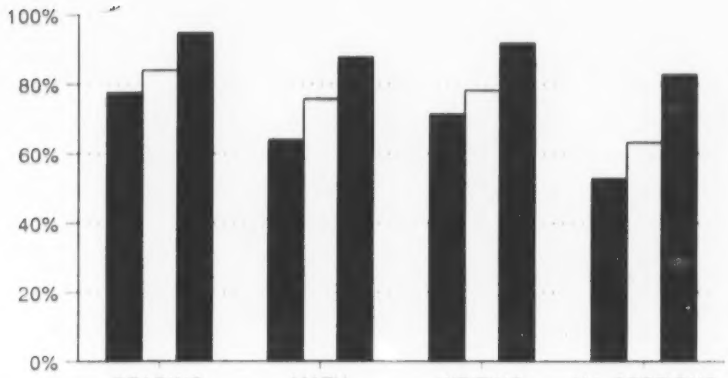
TASP

The Texas Academic Skills Program is designed to help students succeed in college. Jointly developed by the Coordinating Board and the Texas Education Agency, this program assesses the basic reading, writing and mathematics skill levels of entering freshmen at public colleges and universities and provides those who need to improve their skills with appropriate remediation programs.

Students must take the TASP Test before they complete nine or 15 semester credit hours (depending on the institution) and must pass the TASP Test before they can enroll beyond 60 semester credit hours. The test is offered six times a year at more than 100 locations throughout the state. Students pay a $26 test fee, but waivers are available for financially needy students.

During the last biennium, the state appropriated $22.6 million to help Texas colleges and universities develop the necessary remedial or advising courses and programs. Almost $12 million was appropriated to the Coordinating Board in the current biennium to allocate to institutions based on their projected enrollments in remedial and advising programs. In spring 1992, the Coordinating Board will release a report on the effectiveness of these remedial programs.

TASP TEST PERFORMANCE
PERCENT PASSING: JULY 1990 - JUNE 1991



	READING	MATH	WRITING	ALL SECTIONS
TOTAL	90.4%	83.4%	86.3%	75.9%
BLACK ■	77.5%	64%	71.4%	52.8%
HISPANIC □	83.9%	75.7%	78.2%	63.2%
WHITE ■	94.7%	87.7%	91.8%	82.7%

GOALS

Make the Hinson-Hazlewood College Student Loan Program self-supporting by FY 1993.

Supply a mix of financial aid resources to ensure that financial aid is not a barrier to higher education and that loan indebtedness does not deter students from continuing their education.

Meet the remediation needs of students identified by the Texas Academic Skills Program.

The caliber of a college's faculty speaks to the quality of the education it offers.

Workload, diversity, compensation and English-language proficiency have all been considered in recent Coordinating Board studies of the faculty at Texas public colleges and universities. Tight budgets have resulted in some disturbing trends affecting faculty. Student/faculty ratios have increased 7 percent over the last five years. Many institutions are increasing class size and hiring more part-time faculty who do not receive the benefits packages and support staff provided full-time faculty. While these trends contribute to continuing concerns about the state's ability to offer quality instruction to the students attending Texas public colleges and universities, new initiatives should help to ameliorate some of these issues.

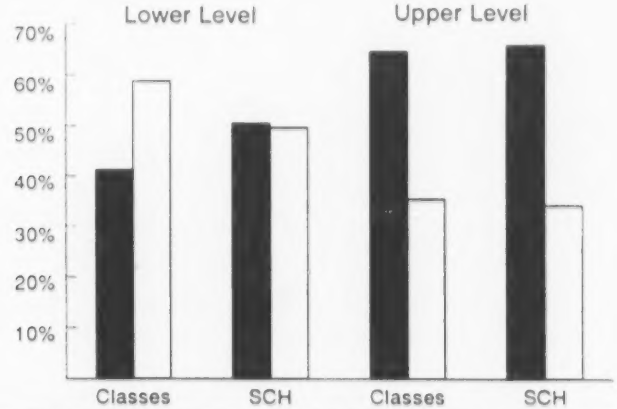
English-Language Proficiency

To ensure that courses at Texas institutions of higher education are taught clearly in English, the Legislature requires faculty members whose primary language is not English to pass an English proficiency test. If they do not pass, they must enroll in continuous coursework until deemed proficient in English by their supervisor. The Coordinating Board monitors and approves these programs.

Part-time Faculty

Overall there has been an increased reliance on part-time faculty at institutions of higher education. In 1990, a Coordinating Board advisory committee on part-time faculty recommended measures to achieve employment equity for part-time faculty and to ensure that educational quality is not diminished. Recent legislation requires institutions to report their progress on implementing these recommendations to the Coordinating Board by July 1992. The Board must give a progress report to the Legislature in January 1993.

University Undergraduate Faculty Teaching Load
Fall 1990



	Lower Level		Upper Level	
	Classes	SCH	Classes	SCH
Tenure/Ten. Track ■	10,897	1,210,305	12,800	940,334
Non-Tenure □	15,204	1,190,924	7,024	487,974

Individual instruction classes were removed.

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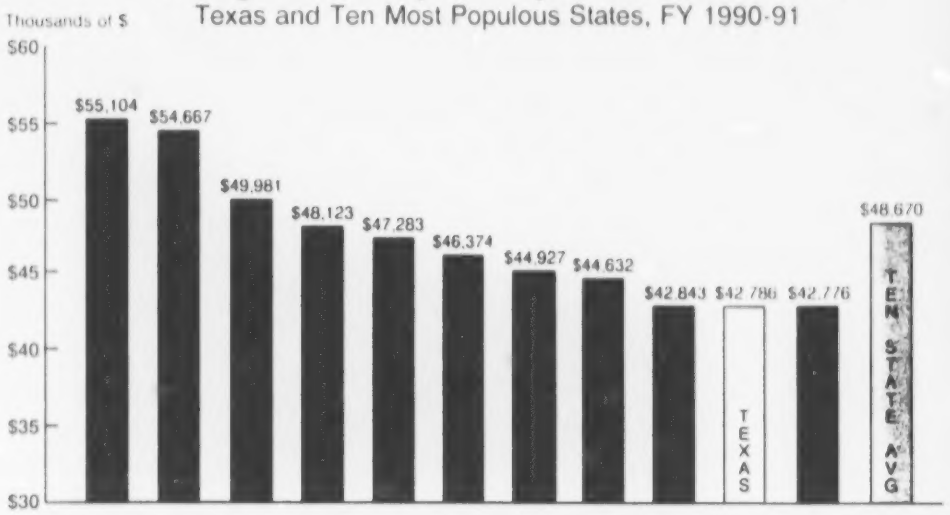
Faculty Salary Formula

In an effort to bring more tenured and tenure-track faculty into the classroom, the formula study advisory committees are considering new funding formulas that provide incentives to institutions that use these faculty for undergraduate instruction.

Average University Faculty Salaries, All Ranks
Texas and Ten Most Populous States, FY 1990-91



Despite a substantial commitment by the state, faculty salaries in Texas continue to lag faculty salaries in other states.

Fall 1990 Faculty Profile
Texas Public Universities

	Number	Percent
Sex		
Male	15,278	67.4
Female	7,385	32.6
Total	22,663	
Ethnicity		
White	18,445	81.4
Black	955	4.2
Hispanic	1,048	4.6
Asian or Pacific Islander	841	3.7
Native American or Alaskan Native	79	.3
International	1,295	5.7
Total	22,663	
Tenure		
Tenured	8,197	36.2
On Tenure Track	2,857	12.6
Non-Tenured	11,609	51.2
Total	22,663	

Fall 1990 Faculty Profile
Texas Public Community and Technical Colleges

	Number	Percent
Sex		
Male	10,463	55.5
Female	8,376	44.5
Total	18,839	
Ethnicity		
White	15,851	84.1
Black	962	5.1
Hispanic	1,592	8.5
Asian or Pacific Islander	328	1.7
Native American or Alaskan Native	76	.4
International	30	.2
Total	18,839	

Goals

Increase faculty compensation to equal or exceed the average of the 10 most populous states.

Increase the number of Black and Hispanic faculty to reflect their representation in the labor market.

Better prepare and increase the number of students, especially women and minorities, entering careers in higher education.

Reduce the inappropriate employment of part-time faculty.

Since 1987, the Coordinating Board has conducted a "sunset review" of 474 doctoral degrees -- phasing out 73.

The Coordinating Board has reviewed 1,617 associate/ certificate programs since 1988 -- phasing out 175.

The Coordinating Board approved 48 new degree programs in FY 91 but, beginning in April 1991, placed all other new degree requests on hold until the 1992-93 biennial budget process was complete and an adequate source of new program funding could be certified.

Given the uncertain future of state funding, the Board is working with the institutions to determine the best criteria to use to certify adequate financing and to implement previously approved degrees in 1992. The Board continues to weigh the need for new programs against the dilution of quality that can occur if limited funds are transferred from existing programs to support new ones.

For the first time, a community or technical college's prior success in preparing its graduates for jobs or for transfer to four-year institutions will be linked to the Board's approval of its requests for new associate degree programs.

Texas Public Higher Education
Degrees Produced in Critically Needed Fields

Discipline	1987-88	1988-89	1989-90
Nursing			
Associate	1,836	2,147	2,839
Bachelor's	1,277	1,286	1,293
Master's	418	358	338
Doctoral	83	63	55
Total	3,614	3,854	4,525
Allied Health			
Associate	1,422	1,506	1,467
Certificates	154	146	132
Bachelor's	1,404	1,460	1,499
Master's	456	452	481
Doctoral	97	65	82
Special-Professional	1,405	1,398	1,390
Total	4,938	5,027	5,051
Engineering			
Associate	2,896	2,481	2,429
Bachelor's	4,139	3,682	3,660
Master's	1,126	1,214	1,318
Doctoral	224	257	318
Total	8,385	7,634	7,725
Teaching			
Associate	1,049	1,040	1,031
Certificates	16	19	2
Bachelor's	4,613	5,864	7,517
Master's	4,016	4,181	4,511
Doctoral	449	400	451
Total	10,143	11,504	13,512
Science			
Associate	248	291	262
Bachelor's	2,283	2,273	2,333
Master's	820	733	750
Doctoral	354	445	437
Total	3,705	3,742	3,782
Mathematics			
Associate	70	91	78
Bachelor's	490	498	545
Master's	162	162	126
Doctoral	36	40	35
Total	758	791	784
Total			
Associate	7,521	7,556	8,106
Certificates	170	165	134
Bachelor's	14,206	15,063	16,847
Master's	6,998	7,100	7,524
Doctoral	1,243	1,270	1,378
Special-Professional	1,405	1,398	1,390
Total	31,543	32,552	35,379

* In the 1991-92 Board Action Plan, the Coordinating Board identified these six fields as being in critical need of more graduates

Math and Science Teachers

More than one million students stand to benefit from the retraining programs attended by 15,000 secondary mathematics and science teachers throughout Texas between 1985 and 1990. These programs are federally funded through the Dwight D. Eisenhower Mathematics and Science Higher Education Grants Program administered in Texas by the Coordinating Board.

Since 1985, the Board has awarded 339 Eisenhower grants totaling more than $13 million to 60 Texas colleges and universities. The higher education institutions have used these funds to support programs in partnership with local school districts to help teachers improve their mathematics and science teaching skills. Some model Eisenhower projects, such as the Minority Mathematics and Science Education Cooperative, receive additional support from the National Science Foundation and other agencies.

Health Care

Eighty percent of the more than 1,300 family physicians who have graduated from the Coordinating Board's Family Practice Residency Program since 1979 are practicing medicine in Texas – and over half are working in medically underserved areas. Because statewide demand for family physicians remains high and training costs continue to rise, the Board in FY 1991 focused all state funds on programs already producing graduates, rather than using limited state dollars for new programs. A rural rotation for family practice residents -- key to recruiting physicians to rural communities -- became operational in FY 1991.

The Physician Education Loan Repayment Program provides yet another incentive for physicians to work in medically underserved regions of Texas and in certain state agencies. Since FY 1987, the number of participating physicians has grown from five to 64. Portions of physicians' educational loans are repaid for each year that they practice medicine in Texas communities that lack adequate health care services. The Coordinating Board generated more than $235,000 in federal matching funds for the program in FY 1991.

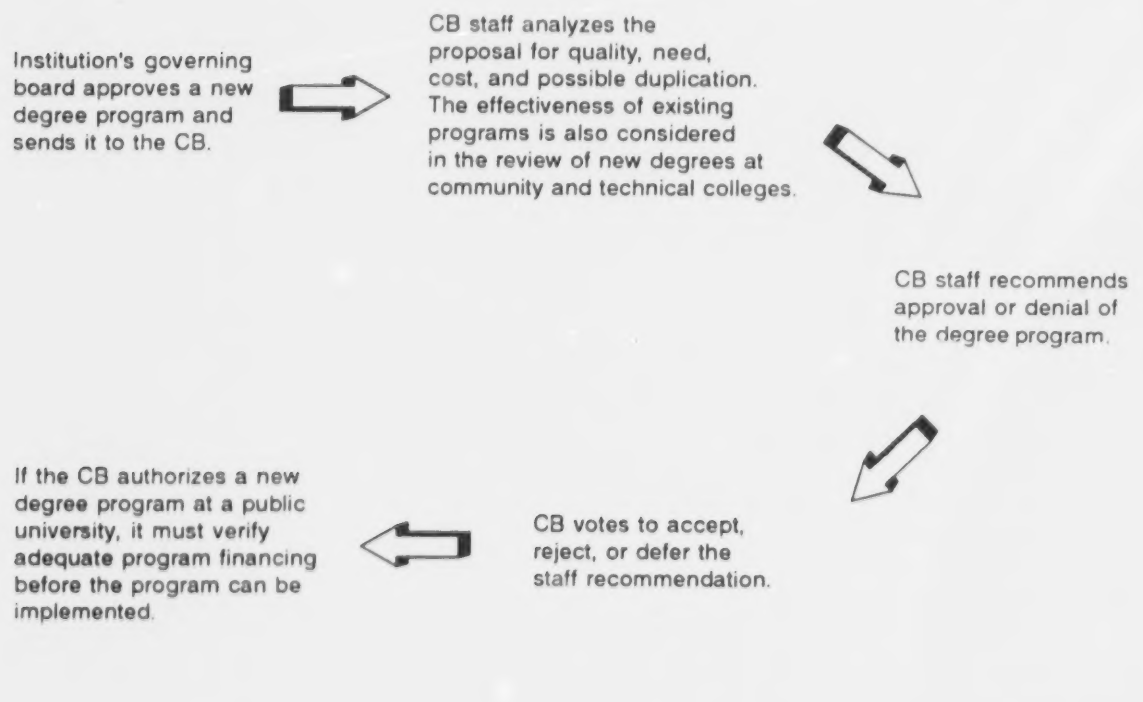
Nursing

The escalating demand for nurses in Texas will require more than twice the current number of nursing graduates, according to a 1990 Coordinating Board study. Meanwhile, nursing programs that are filled to capacity turned away more than 2,000 qualified applicants in fall 1991. More faculty, more clinical space and more classrooms are urgently needed.

In FY 1991, an emergency appropriation of $2.5 million was distributed through the Governor's Office to 41 public community colleges, universities and health science centers with nursing schools. Another $2.5 million was appropriated for FY 1992. Programs that committed to adding at least 10 new students were awarded up to $70,000.

A change in the nursing faculty salary formula for universities and health science centers reallocated a total of $9.4 million from other programs in the current biennium. These reallocated funds can be applied to faculty recruitment and program enhancement.

Degree Approval Process


Institution's governing board approves a new degree program and sends it to the CB.
CB staff analyzes the proposal for quality, need, cost, and possible duplication. The effectiveness of existing programs is also considered in the review of new degrees at community and technical colleges.
CB staff recommends approval or denial of the degree program.
CB votes to accept, reject, or defer the staff recommendation.
If the CB authorizes a new degree program at a public university, it must verify adequate program financing before the program can be implemented.

Teacher Education

With more than 50 percent of teachers in the U.S. leaving the profession within five years, the state is being challenged to prepare more and better trained classroom teachers. Although 8,558 new teachers in Texas received certification between 1990 and 1991 -- 1,278 through alternative certification and 7,280 through traditional training programs, Texas school districts hired more than 12,000 teachers in fall 1991.

The Coordinating Board and the Texas Education Agency work together in the area of teacher education. The Board oversees teachers' academic preparation, and the TEA certifies new teachers and approves alternative certification programs.

Teacher preparation programs were revamped by the Legislature in 1987. The first to graduate under the new education curriculum, which requires a major other than education, could enter the teaching profession next fall. The teacher induction year -- designed to provide close supervision and mentoring in the first year of practice -- has never been funded.

Alternative certification is another route to address teacher shortages. Since its inception in 1987, about 20 percent of the newly certified teachers in Texas were trained through the alternative certification programs approved by TEA.

The Coordinating Board is working with the State Board of Education to develop a process for establishing Centers for Professional Development and Technology through the colleges of education for preservice and staff development training of teachers and administrators.

International Education

The Commissioner's Advisory Committee on International Issues released a seven-part action agenda in 1990 that stressed study abroad programs, funding for international education, and programs serving the international business community.

In April 1991, the 72nd Legislature created, but did not fund, three new programs to assist in the development of international programs involving Texas, Mexico and other countries.

Six months later, the Coordinating Board approved rule changes to establish a legislatively mandated reciprocal student exchange program with Mexico. The Board will consider additional rule changes in 1992 to allow faculty and staff to participate in exchange programs with Mexico and to encourage more students to participate in study abroad programs.

Work Force Training

Matching the skills that students learn with the job requirements of regional employers is the goal of Quality Work Force Planning. Three state agencies -- the Coordinating Board, the Texas Education Agency and the Texas Department of Commerce -- work together to meet that goal. The agencies established 24 volunteer Quality Work Force Planning Committees across the state to pinpoint each region's future occupational needs and to work with the public schools, higher education institutions, and private industry councils to provide needed training. Business, industry and labor are equally represented with education and training providers on these committees. The state's Quality Work Force Planning initiative is recognized by the U.S. Departments of Education, Labor, and Health and Human Services as one of six successful state models for the nation.

In FY 1991, the Coordinating Board distributed $2,874,888 in federal Carl D. Perkins discretionary grants to public universities and community and technical colleges to develop model programs, create jobs, recruit new industry, assist small business, serve special populations, design Tech-Prep programs, and improve literacy.

Goals

Report on student performance on professional exams.

Periodically review the quality and productivity of degree programs.

Better prepare and increase the number of students entering teaching careers in the public schools.

Develop coordinated training programs and services to meet state and regional quality work force needs.

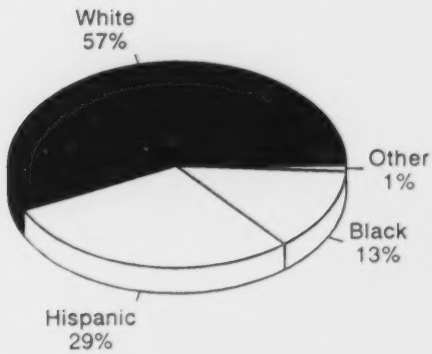
Of the first-time entering freshmen enrolling in Texas public universities in fall 1985, 58.5 percent of the White students, 44.9 percent of the Hispanic students, 32.5 percent of the Black students, and 62.3 percent of students in other ethnic groups had achieved senior status by fall 1990.

A review of minority representation across all school grades, from kindergarten through graduate school, reveals a dramatic decline in minority enrollments in Texas beginning in the ninth grade. The Coordinating Board and the Texas Education Agency are working in partnership to reverse this decline. To strengthen the educational pipeline, the Coordinating Board is focusing on dropout prevention, cooperative degree programs spanning the secondary and college curricula, and improving course transferability.

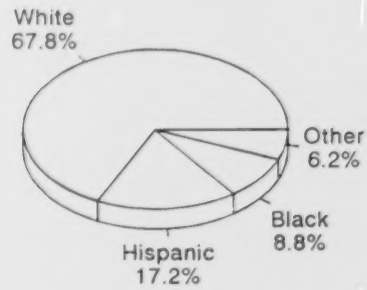
Texas is now in the third year of a five-year state Education Opportunity Plan, which was adopted to continue the momentum of a federally required plan to improve minority participation in higher education. Although the federal plan expired in 1988, the Office of Civil Rights of the U.S. Department of Education continues to monitor Texas' progress.

During the first two years of the state plan (FY 1990 and FY 1991), the number of Black and Hispanic students increased by 4 and 7 percent, respectively, in public community and technical colleges. In public universities, Black enrollment increased by less than 1 percent, while Hispanic enrollment rose by 8 percent. The number of Black students receiving the baccalaureate degree increased by almost 21 percent (483 students); for Hispanics, this number increased by 12 percent (519 students).

The Coordinating Board continues to promote state funding of an Educational Opportunity Services Formula to provide additional dollars to institutions with large minority enrollments to cover such services as academic and career counseling, tutoring and mentoring. This formula has never been funded. Also in 1993, the Board again will seek first-time state funding for a Minority Doctoral Student Loan Program aimed at increasing the number of Black and Hispanic faculty at Texas institutions of higher education.



Texas College-Age Population, 1990



Texas College Enrollment, 1990

Transfer

Repetition of courses is a waste of money for both the students and the state. To address this problem, the Coordinating Board voted in October 1991 to give preliminary approval to new rules requiring institutions of higher education to update their catalogs to identify each lower division course that is substantially equivalent to a course in the Community College General Academic Course Guide Manual. Colleges and universities would be required to accept transfer of credit for these courses, or they would lose formula funding for duplicative courses.

Of the 62,000 students enrolled in public community colleges for the first time in 1985, 18.7 percent had transferred to a public university by fall 1989.

Core Curriculum and Common Course Numbering

Identifying a core curriculum and moving toward common course numbering are critical to the successful transfer of comparable courses between Texas institutions of higher education. The state's public community colleges and universities are reassessing their general education requirements as part of a required evaluation of core curricula reported to the Coordinating Board. More than 80 percent of the state's public colleges and universities have already adopted a common course numbering system.

Tech-Prep and 2+2 Programs

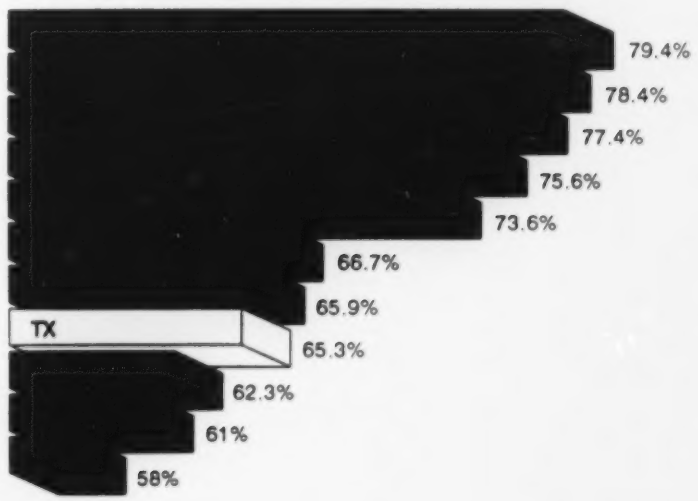
More Texas students will be trained for high demand careers under new Tech-Prep associate degree programs that span the last two years of high school and the first two years of college. The Coordinating Board, the Texas Education Agency and the Texas Department of Commerce will jointly award $3.8 million in competitive federal grants in January 1992 to implement Tech-Prep. With the support of business and industry, joint education programs in such areas as nursing, electronic engineering technology, telecommunications technology, and microcomputer applications will be offered in selected high schools and community colleges as early as fall of 1992. More than 325 school districts and more than 65 higher education institutions received over $1 million in FY 1991 to plan implementation of these programs.

Dropout Prevention

As part of its statutory mandate to encourage high school graduation and enrollment in college, the Coordinating Board created the College Bound program in 1987 as a pilot project to encourage potential dropouts in grades 8-12 to remain in high school and prepare for college. About 100,000 juniors and seniors in school districts with high minority enrollments receive a semiannual newsletter containing financial aid information and tips on preparing for college and careers.

The Board also administers

High School Graduation Rates
Texas and Ten Most Populous States



Source: U.S. Dept. of Education

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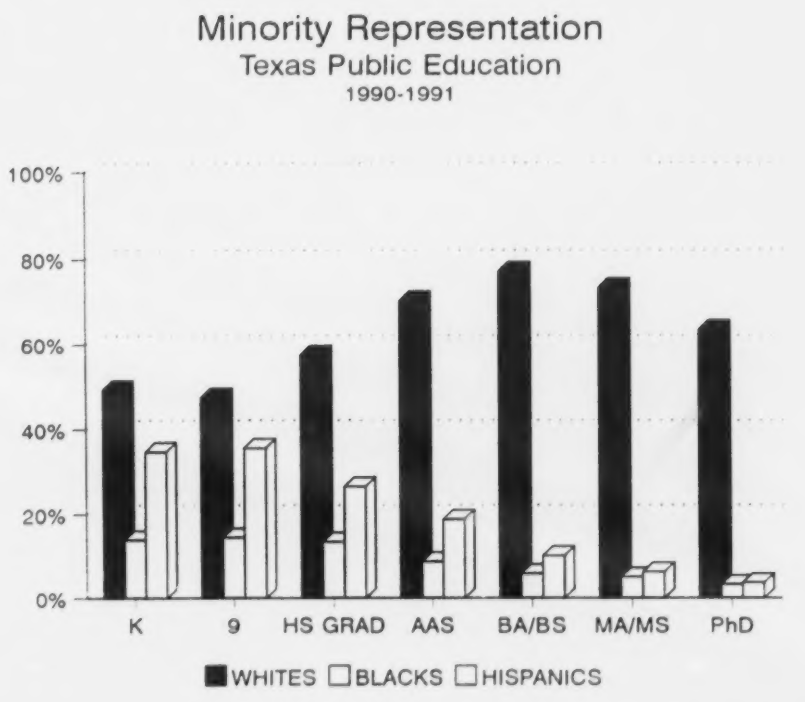
the Youth Opportunities Unlimited Program that has provided more than 10,000 economically disadvantaged 14- and 15-year-old students an eight-week educational, cultural and work experience on a Texas college campus. In summer 1991, Y.O.U. served 1,276 high school students at 15 public universities in Texas. Ninety-two percent of the students completed the program and 89 percent received high school math credit. Participating universities awarded more than $96,000 in college scholarships to the 1991 Y.O.U. participants to be used if they graduate from high school and return to the campus to attend college.

Minority Employment Registry

More than 550 names are now part of the Coordinating Board's computerized employment registry, which matches minority professionals with academic and administrative positions in Texas higher education institutions.



Does not include degrees awarded by health-related institutions.

Goals

Increase the percentage of young adults who are prepared to enter college.

Raise the college enrollment rates of Black and Hispanic high school graduates to at least equal the enrollment rate of White high school graduates.

Seek state funding for the Equal Educational Opportunity Services Formula and the Minority Doctoral Student Loan Program.

Increase the number of two-year college students who transfer to universities.

"The reviewers find both [ATP and ARP] to be superb, both in principle and in practice, with the objectives clearly being met. Indeed we find the programs to be so innovative and distinctive in character that . . . they can well serve as models for many other states in the nation."

James D. Ebert,
Craig Fields, and
James B. Wyngaarden

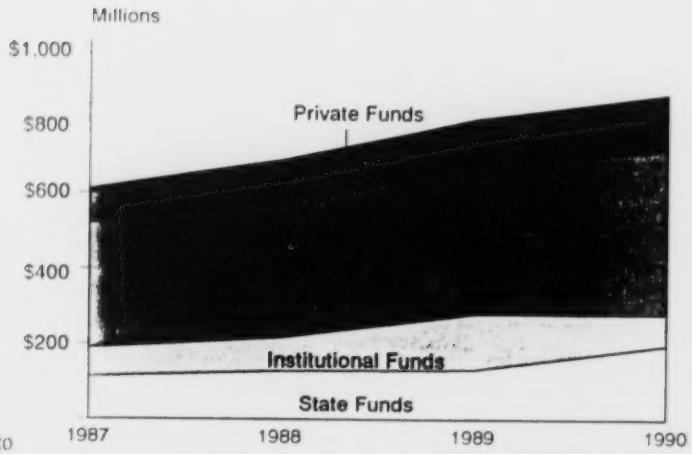
Evaluation of the Advanced Research Program and Advanced Technology Program.

January 1991

▼

Research expenditures at Texas institutions of higher education reached more than $860 million from government, private, and business and industry sources in FY 1990 -- an 8.1 percent increase over the prior year -- despite the declining availability of research dollars nationwide.

Source of Research Expenditures

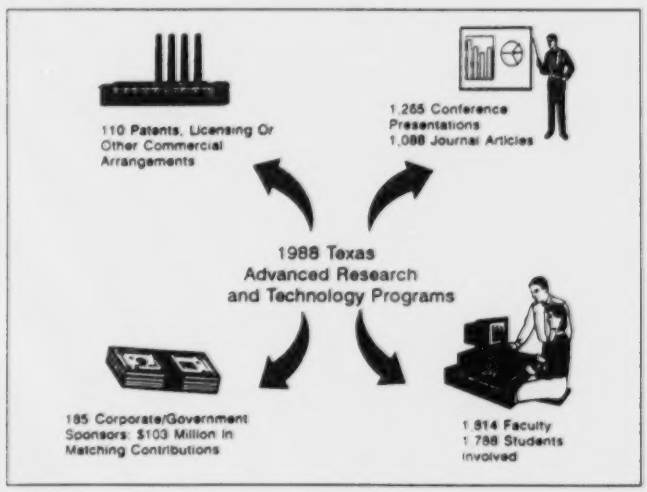


The Texas Legislature maintained its commitment to research for the 1992-93 biennium by providing $59.6 million for the Advanced Research Program and the Advanced Technology Program. Established in 1987, these are the nation's largest competitive, state-supported research grant programs.

As a result of the state's investment in research, outstanding engineers and researchers are moving to Texas and staying here; Texas universities are producing new young researchers – including many minorities; Texas is producing knowledge that serves as the seed corn for new technologies and new uses of science; and research projects in Texas are attracting large federal, foundation and private contracts and grants.

Within months of receiving the state-appropriated funds for the current biennium, the Coordinating Board awarded ATP and ARP grants in October 1991 to 391 qualified Texas higher education research teams at 33 public and private institutions. The award process involved 15 peer review panels of scientists and industry representatives who analyzed more than 3,000 submissions to award the competitive ARP and ATP grants.

To provide more research opportunities to minority students, the Coordinating Board awards supplemental grants to investigators who give minority undergraduate students hands-on research experience in their laboratories.


110 Patents, Licensing Or Other Commercial Arrangements
1,265 Conference Presentations
1,088 Journal Articles
1988 Texas Advanced Research and Technology Programs
185 Corporate/Government Sponsors: $103 Million In Matching Contributions
1,814 Faculty
1,788 Students Involved

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Agency Research

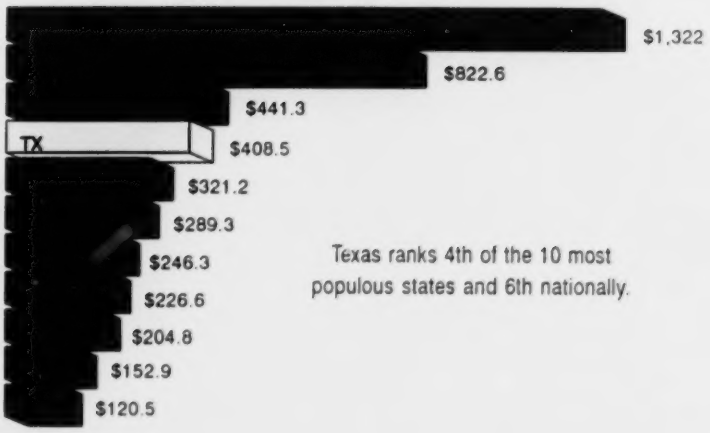
The Coordinating Board compiled a new directory describing nearly 200 research needs from 20 state agencies. This document encourages links between these agencies and the state's higher education researchers – links that promote effective joint proposals for federal grants.

Another Board directory of more than 300 specialized research centers at Texas universities and health science centers has been incorporated into a nationwide electronic information system, helping to link Texas academic research enterprises with industry throughout the country.

Research Centers

There are 35 federally designated research centers at Texas public institutions of higher education. During the past year a prestigious National Science Foundation Science and Technology Center for the study of the synthesis, growth, and analysis of electronic materials was established at The University of Texas at Austin. This occurred less than one year after the first U.S. Army-sponsored FFRDC (Federally Funded Research and Development Center) was established at that same institution. These activities provide major, long-term funding for university research.

Federally Funded Research and Development
Texas and Ten Most Populous States
(Millions of Dollars)



Source: National Science Foundation

Goals

Maximize state research funds to promote scholarship, engage students in research, and contribute to the economic development of the state.

Increase the number of engineers and scientists with critical skills, and create new technologies around which new businesses can be formed.

Broaden the application of existing technology to benefit Texas business and industry.

Higher education received almost 17 percent of the state's general revenue appropriation for the 1992-93 biennium.

Working against a multi-billion dollar budget deficit, the 72nd Legislature appropriated nearly $5.7 billion in general revenue for higher education in the 1992-93 biennium -- a modest increase over 1991 levels, but $13.9 million below current service figures.

Higher education's share represents about 16.6 percent of the total state general revenue appropriation. Still, in 1985 dollars, per student funding of Texas public higher education has dropped 20 percent.

The state's appropriations to colleges and universities are primarily distributed through a formula system developed by the Coordinating Board and its formula advisory committees. In recent years, the formulas have not been fully funded and, increasingly, the institutions have sought special item funding from the Legislature to underwrite expenses not met by formula funding.

A unique factor in writing a higher education budget is the use of historical data to calculate future funding levels. While other state agencies base their funding requests on *projected* need, higher education has used the second year of the *current* biennium as a base year from which to calculate funding levels for the next two years.

Responding to riders in the appropriations bill, the Coordinating Board will update its current formulas and will consider revising its faculty salary formula to place more emphasis on undergraduate education and to channel more dollars to those institutions using tenured and tenure-track faculty to teach lower division courses. The Board also is working with the

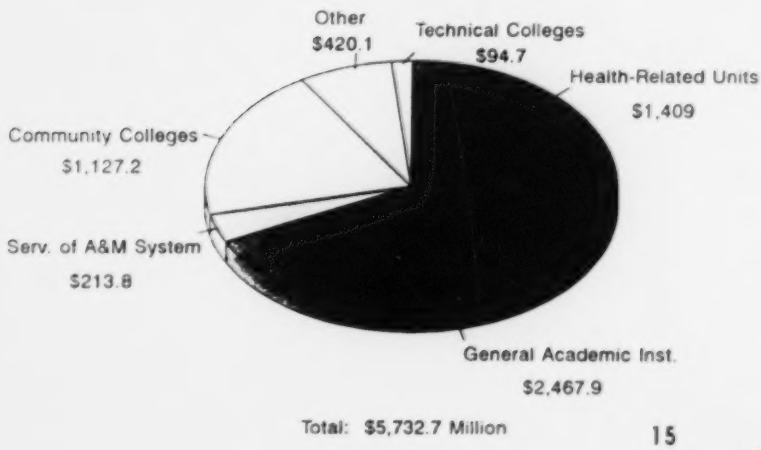
Current Funds Expenditures Per FTE Student
General Academic Institutions

	Texas	10-State	National
1985-86	$7,350	$ 9,670	$ 8,530
1986-87	$7,790	$ 9,780	$ 8,780
1987-88	$7,960	$10,500	$ 9,540
1988-89	$8,620	$11,160	$10,090
1989-90	$8,610	$12,000	$10,760

Excludes Expenditures for Integral Medical programs.

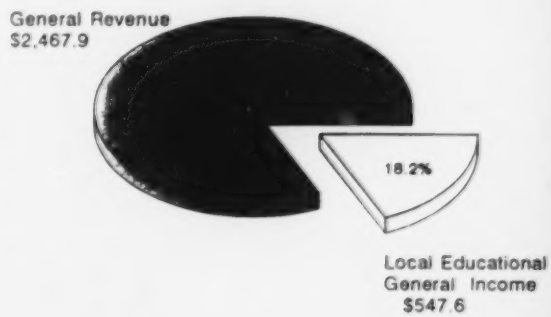
Source: IPEDS Finance Survey, U.S. Department of Education, Report of the Committee on National Data Sources for Use in Formula Funding, September 1991.

General Revenue Appropriations to All Agencies of Higher Education
1992-93 Biennium
(Millions of Dollars)



Total: $5,732.7 Million

All Funds Appropriations Texas Public Universities
1992-93 Biennium
(Millions of Dollars)



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Legislative Budget Board to develop performance measures for the institutions and anticipates extending its formula development process through the summer of 1992 to complete its recommendation for performance-based funding of general academic institutions.

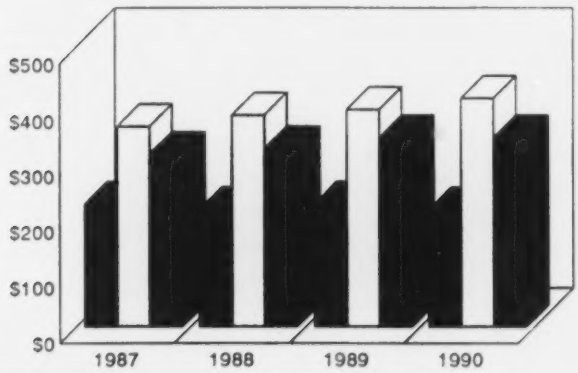
A committee is working to develop a plan for performance-based funding of health science centers.

Tuition

Although student tuition was raised in the 72nd Session to help address the state budgetary shortfall, tuition at Texas public universities continues to rank among the lowest in the nation. Texas resident undergraduates are paying an average of $1,275 in tuition and fees to attend a public state university for nine months in 1991-92. Tuition was raised from $18 to $20 per semester credit hour (SCH) in fall 1991 and is scheduled to gradually increase to a ceiling of $32 per SCH for the 1996-97 academic year.

Nonresident tuition was $122 per SCH in FY 1991 but will increase to $128 per SCH in fall 1992 and to approximately $160 per SCH in fall 1993 when a new legislative formula for calculating nonresident tuition takes effect.

Comparison of Library Expenditures
per Full Time Student Equivalent



	1987	1988	1989	1990
Texas	$220	$210	$220	$210
Ten State Average	$360	$380	$390	$410
National Average	$310	$320	$340	$340

Includes all sources from current operating funds.

Goals

Achieve the national average for funding higher education by 1995 and be on par with the 10 most populous states by the year 2000.

Develop an integrated tuition, financial aid and general revenue policy for higher education that will assure quality education and be equitable for the largest number of Texas citizens.

Become more competitive in obtaining non-appropriated funds for higher education, especially grants and contracts.

In early 1991, the Coordinating Board decided that only construction projects that do not add to the demand for state funds for operation and maintenance would be given final approval.

Bolstered by constitutionally and statutorily dedicated funds, the resources that Texas public universities and health centers have available to construct new buildings far exceed the capacity of general revenue to properly maintain those buildings. Increased enrollment, enhanced research programs and public service activities fuel the need for new facilities.

In early 1991, the Coordinating Board decided that only construction projects that do not add to the demand for state funds for operation and maintenance would be given final approval. The Board has strongly encouraged universities to limit new construction and to make building maintenance a priority. The Board also established a goal this year to reduce deferred maintenance by 50 percent by 1996. To reach this goal, the Board adopted a rule requiring an institution to reduce deferred maintenance by 15 percent per year before the Board will approve a request for construction of additional education space.

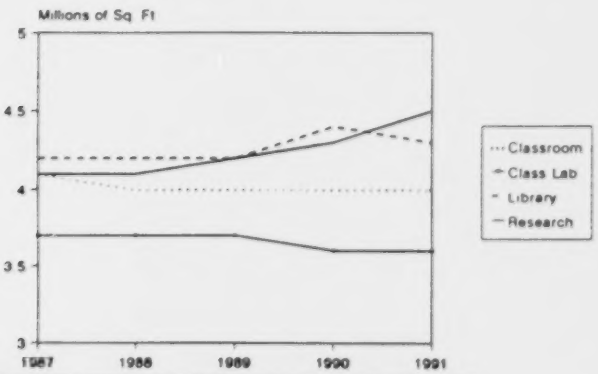
Facilities Audit

An audit of the facilities at Texas public universities and technical colleges was completed by the Coordinating Board in 1991. As a result of the amount of space that the Board found ineligible for state support, institutions' requests for building maintenance were reduced by $2 million for the 1992-93 biennium. A similar audit of health institutions is under way.

Space Standards

The Coordinating Board is developing space standards to help evaluate the need for new construction. Designed to be sensitive to teaching, research and public service space needs, the standards will be used to help determine if an institution's space is adequate to carry out its mission. The Board will consider adopting the standards in July 1992.

Facilities Growth, by Function
Texas Public Universities



	1987	1988	1989	1990	1991
Classroom	4,090,916	4,034,556	4,020,404	4,000,097	4,010,778
Class Lab	3,725,824	3,742,938	3,678,314	3,606,686	3,648,230
Library	4,203,831	4,179,278	4,211,119	3,952,566	4,343,776
Research	4,098,494	4,145,081	4,225,614	4,339,138	4,544,054

Building Quality Survey

Institutions report on the amount of deferred maintenance on their campuses. Because of differences in the way institutions apply the Board's definition of deferred maintenance, it is difficult to accurately total the amount of deferred maintenance in the state. An independent survey of building quality at all campuses would objectively determine both the amount of deferred maintenance and the extent of scheduled building repairs needed by the institutions. The Legislature has not funded the survey, however the Board again will request funding in 1993. The survey findings would be the basis of the Board's recommendation to the Legislature in 1995 on the reallocation of the Higher Education Assistance Fund, which provides funds to institutions that do not have access to the Permanent University Fund.

Private Development

Several universities have turned to private developers to help build campus facilities such as student housing, parking garages and research parks. Although the Coordinating Board has approval authority only for private development that exceeds $300,000 and requires state funds for maintenance and operation, the Board approved guidelines in 1991 to help institutions evaluate the need for, benefit from, and liability for private development on their campuses.

New Education and General Construction
Approved by the Coordinating Board
1987 - 1991

*Includes Public Universities and Technical Colleges

Goal

Reduce deferred maintenance projects by 50 percent by 1996 to help manage the growing cost of pending maintenance needs.

Ninty-eight percent of the Texas population lives within 50 miles of an institution of higher education.

Ten public universities and five public and private medical institutions in Texas offer cooperative degree programs.

The growth in the number of institutions has been limited since 1980 to the addition of new community and technical college campuses in high growth areas and to expansions of upper-level schools into four-year universities.

Although 1991 saw unprecedented demands on limited state dollars, the 72nd Legislature approved the expansion of The University of Texas of the Permian Basin into a four-year school. State lawmakers also changed the name of the Texas State Technical Institute to the Texas State Technical College System (TSTC) and approved the creation of a TSTC center in Marshall. The Legislature funded and the Coordinating Board subsequently approved TSTC's proposal to offer courses in Brownwood in cooperation with Ranger Junior College.

Separate legislation set in motion a precedent-setting partnership between The University of Texas at Brownsville and Texas Southmost College which was approved as a pilot contract arrangement by the Coordinating Board in July 1991. UT at Brownsville, which already leases classroom space on the campus it shares with Texas Southmost, will hire the community college faculty and then will contract with Texas Southmost to provide lower-division technical courses that are not offered at the university. Without costing the state additional money, this partnership will allow the two institutions to pursue federal funding collectively that they would not qualify for on their own.

Although the Legislature has been repeatedly asked to create new professional and four-year schools, none has been approved since the University of Houston-Downtown was created in 1979. Increasingly, higher education has turned to new technology as a means of broadening students' access to the highest quality instruction and research offerings available in Texas today.

Telecommunications

Four statewide telecommunications networks and multiple regional networks now make it possible for students and educators in every part of the state to interact in a way previously limited to the classroom. In addition, more than 30 campuses offer one-way broadcast instruction for credit.

These networks were significantly expanded in October 1991 when the Coordinating Board approved the telecommunications plans of The University of Texas System, the Texas A&M

LULAC v. RICHARDS *et al.*

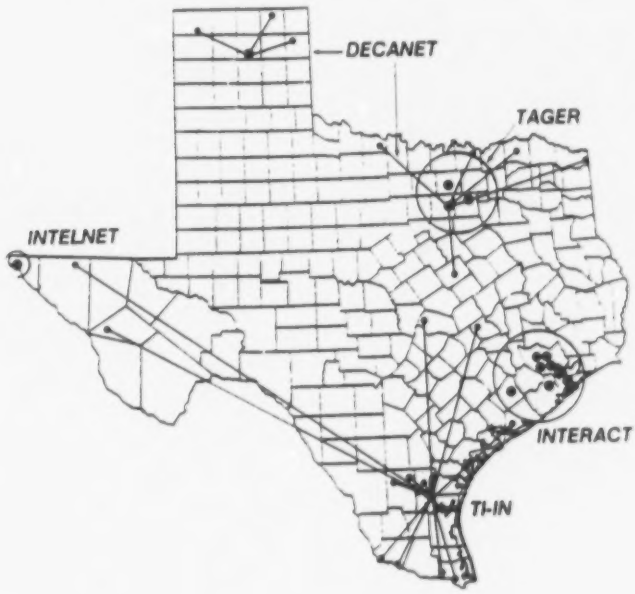
This public policy lawsuit challenged the current funding system for higher education and alleged that the Hispanic residents of a 41-county South Texas region were denied adequate access to higher education. The suit also contained general allegations of discrimination against these residents by the current higher education system.

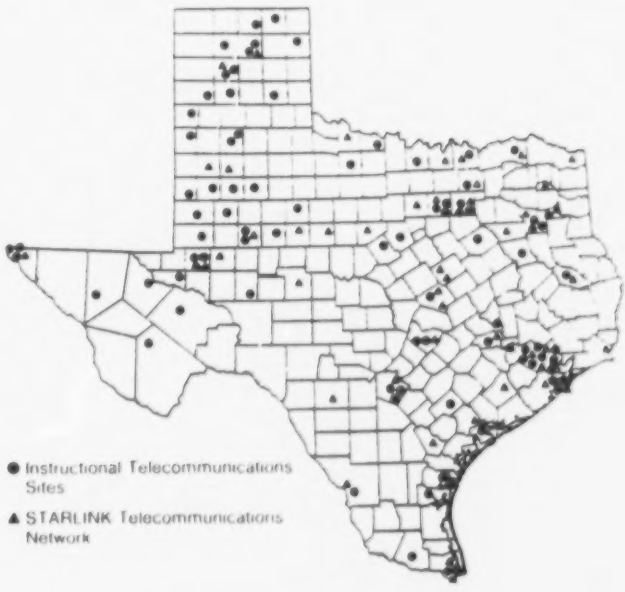
In November 1991, a jury verdict was returned in the case after a seven-week trial. The jury found that the defendants, including the Coordinating Board, did not discriminate against South Texas but that the residents of South Texas do not have equal access to "first class" higher education programs. In January 1992, the court declared the Texas system of higher education unconstitutional and enjoined appropriations for public universities and professional schools effective May 1993.

University System, and the Howard County Junior College District. At the same time, the Board authorized expansion of telecommunications authority for the Dallas County Community College District and the University of Houston.

Development of a statewide telecommunications network was mandated by the 70th Legislature in 1987 and accomplished with only limited state funding. The Coordinating Board awarded Carl Perkins federal funds to initiate and partially subsidize STARLINK, a telecommunications network that delivers technical education, training and teleconferencing. The 72nd Legislature provided $300,000 in 1991 to continue STARLINK operations.

Existing Telecommunications Regional Networks





Total number of Texas higher education institutions: 137

Public universities: 35

Independent colleges and universities: 38

Public community college districts: 49

Independent community colleges: 2

Texas State Technical College System campuses: 4

Public medical schools and health science centers: 7

Private medical and dental schools: 2

"Excellence in higher education demands both quality and access. Quality without access is not excellence, it is elitism. Access without quality is not access, it is mediocrity."

Report of the Select Committee on Higher Education

February 1987

The Board works with institutions of higher education, other state agencies, the Legislature and the Governor to ensure that Texans seeking higher education have access to high quality efficient programs.

As the Board implements policy, it strives to achieve the balance recommended by the 1987 Select Committee on Higher Education in its report to the Legislature.

Cutting Costs

Sensitive to the limits of state general revenue, the Coordinating Board initiated a number of cost saving measures in FY 1991:

- Consolidated divisions and eliminated an upper management position.
- Applied new technology to reduce the time to process student loan and grant applications.
- Typeset agency publications in-house and printed more publications on newsprint for a savings in FY 91 of $6,000.
- Offered copies of agency publications for sale in bulk and recovered $15,000 in actual costs in FY 1991.
- Created an agency-wide Secretarial Council to improve performance and coordination of work.
- Used teleconferences to brief faculty research teams applying for state research grants.
- Purchased a new telephone system that doubles the number of available lines and will pay for itself in three years.
- Implemented an agency-wide recycling program for paper, newsprint and cans.

Coordinating Board Staff Profile December 1991

		Number	Minority Representation	HB1 Goal Minority Representation
Total Work Force	Black	21	9%	11%
	Hispanic	44	19%	18%
	White	161		
	Other	8	3%	1%
	Total	234	31%	30%
Administrators	Black	1	13%	
	Hispanic	---	---	
	White	7		
	Other	---	---	
	Total	8	13%	14%
Professionals	Black	7	6%	
	Hispanic	18	15%	
	White	94		
	Other	4	3%	
	Total	123	24%	18%

Customer Service

The Coordinating Board serves a broad array of customers: students, parents, taxpayers, employers, public and private universities and community and technical colleges, elected officials and other state agencies. Efforts to improve customer service are ongoing. The following are a few of the initiatives undertaken in FY 1991 to improve customer service:

- Two toll-free telephone lines were installed to make it easier for students to contact the Board about their accounts, saving the agency about $16,000 each year in collect calls from borrowers.
- Public universities and community colleges have direct on-line access to the Board's computer system so that schools can expedite students' registration by verifying TASP Test scores even before this information is available from the testing company.
- Frontline staff are trained on the kinds of programs and questions handled by the different divisions to expedite responses and minimize the transfer of calls.
- Free copies of publications on such topics as financial aid, program offerings, admission requirements and facts about Texas higher education are available to the public.

Long-Range Plans

- Texas Charter for Public Higher Education
- Master Plan for Texas Higher Education
- Texas Educational Opportunity Plan for Public Higher Education
- Master Plan for Vocational and Technical Education
- Texas Higher Education Coordinating Board's Strategic Plan for Information Resources, 1991-1996

- Develops and recommends funding formulas.
- Advises the Governor and Legislature on funding needs of higher education.
- Evaluates the state of higher education and assesses the need for new programs, facilities and institutions.
- Promotes efficiency and the prevention of waste.
- Evaluates research programs and awards state research grants.
- Encourages and monitors equal educational opportunity programs.
- Administers financial aid programs.
- Collects and reports data on higher education.
- Reviews institutions' appropriations requests.
- Contracts for family practice residency programs.
- Prescribes changes in institutions' roles and missions.
- Develops and follows a Master Plan for Texas Higher Education.
- Reviews degree programs for continued need.
- Promotes a core curriculum.
- Resolves transfer of credit disputes.
- Regulates degrees awarded by private, unaccredited institutions.
- Administers and assesses the Texas Academic Skills Program.
- Distributes information on program offerings, financial aid, college admission requirements and credit transfer policies.
- Works in cooperation with other agencies on work force development issues.
- Interprets tuition, fee and residency statutes.

Educational Opportunities at Texas Public Community and Technical Colleges

Educational Opportunities at Texas Public Universities

Financial Aid for Texas Students

On The Road to College: Goals for College Success

Planning for College Admission: Advice for High School Students

Research Needs of Texas State Agencies

Residence Status: Rules & Regulations

Statistical Report

For a complete listing, call the Board's Public Information Office at (512) 483-6111.

The 1991 Facilities Conference
Dec. 8-10, San Antonio

The 7th Annual Texas Eisenhower Mathematics & Science Conference
Jan. 26-28, 1992, Austin

The 4th Annual Commissioners' Conference on Teacher Education
Feb. 3-5, 1992, Dallas

Carl D. Perkins Bidders Conference
February 1992, Houston

Family Practice Leadership Conference
March 1992, Austin

Minority Recruitment and Retention Conference
April 8-10, 1992, Austin

Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
(512) 483-6100

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